



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

15778 West Yuma Road, Goodyear, AZ 85338

Agua Fria Union High School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

2005-06	Performing Plus
2004-05	Performing Plus
2003-04	Not Evaluated

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Dr. Bob Rossi  
 Schedule : 07:30 AM to 03:30 PM  
 Grades : 9-12  
 Web Address : www.aguafria.org  
 Phone Number : (623) 932-7500  
 Fax Number : (623) 932-7502  
 E-mail : brossi@aguafria.org

### Mission

Desert Edge High School is a comprehensive high school built on four (4) pillars which will be the decision making vision for the school and community. They are:

- 1) High Expectations for Students and Staff
- 2) Programs for all Students
- 3) Caring and Respectful Environment
- 4) Sense of Pride

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2005-06	Met
2004-05	Met
2003-04	Met

#### School Improvement Status <sup>(b)</sup>

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Increase percentage of 10th grade students passing AIMS testing on their first attempt to:  
 Reading-75% or greater;  
 Writing-65% or greater;  
 ü Decrease drop-out rate to 6.4% or lower and achieve a graduation rate for eligible seniors of 85% or greater.  
 Math-65% or greater.
- ü By the end of the 2009/2010 school year, increase the percentage of students exposed to at least one AP class over their high school career to 75% or more.  
 Reduce the number of disciplinary referrals by at least 10%.
- ü Increase the percentage of students passing Freshman Algebra with a C or better by the end of their sophomore year to 60% or better.  
 Reduce the percentage of students with two or more Fs during each quarter grading period to 6% or less.

### Enrollment

October 1, 2005 School Year Student Enrollment : 1340  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> No  
 Number of Students Attending Under Open Enrollment in 2005-06 : 61

## Instructional Programs

- ü Honors Classes
- ü Special Education-Inclusion/MIMR
- ü Summer Freshman Transition Program
- ü Tutoring Programs
- ü Advanced Placement (AP) Classes
- ü Teacher Mentor Program
- ü Staff Development Time
- ü Alternative Educational Programs

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 50 minutes
First Day of School :	8/8/2005
Last Day of School :	5/24/2006

## Shared Responsibilities

### School

DEHS faculty and staff serve students and parents with energy, enthusiasm, respect, imagination and intelligence; communicate with parents and involve them in their student's educational progress; and model the behaviors of a lifelong learner.

### Parents

DEHS parents are asked to help the teaching staff by actively participating in their child's education by attending open houses, meetings, and extracurricular events during the year; and, by contacting teachers with any academic or personal concerns.

## Transportation Policy

Bus transportation is provided for all students who live more than 1.5 miles from campus. The safety and welfare of students is the first consideration. Evacuation drills are conducted regularly.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Migrant Student of the Year	2005
ü Acceptance into the Academy of Business and Finance	2006
ü North Central Association (NCA) Accreditation	2005
ü Over \$600,000 in Scholarships Awarded to Graduates	2006

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	389	1203	71130	94	96	95	695	697	701	23	23	23	15	14	13	52	51	51	10	12	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	196	584	35465	95	96	96	695	699	702	23	20	21	18	17	13	48	52	53	11	11	13
Male	192	618	35648	93	96	94	695	696	701	23	26	24	12	12	12	56	50	50	9	12	14
African American	41	118	3868	93	93	95	691	688	686	22	23	33	22	23	17	51	52	45	5	3	6
Hispanic	155	491	25103	94	96	95	685	687	685	30	31	34	21	16	16	46	47	45	4	6	5
Asian/Pacific Islander	12	48	1805	100	98	98	735	736	731	NA	NA	9	NA	4	7	50	50	50	50	46	34
American Indian/Alaskan Native	NC	15	4241	NC	94	90	NC	682	679	NC	40	39	NC	13	19	NC	33	39	NC	13	3
White	174	531	36075	95	98	95	702	706	715	18	17	12	10	11	9	58	56	58	14	16	21
Students with Disabilities	20	69	5862	54	63	71	653	651	658	80	74	63	5	14	15	10	9	20	5	3	2
Students without Disabilities	369	1134	65268	98	99	98	697	700	705	20	20	19	16	14	12	54	54	54	10	12	15
Limited English Proficient Students	14	57	4859	100	97	93	655	655	662	64	74	64	21	12	15	14	12	20	NA	2	1
Migrant Students	--	NC	786	--	NC	95	--	NC	681	--	NC	38	--	NC	18	--	NC	41	--	NC	4
Economically Disadvantaged	104	325	22957	90	93	93	683	683	685	37	34	34	17	19	17	39	42	44	7	5	5
Non-Economically Disadvantaged	285	878	48173	96	98	96	699	703	709	18	19	17	14	12	11	56	54	55	11	14	18

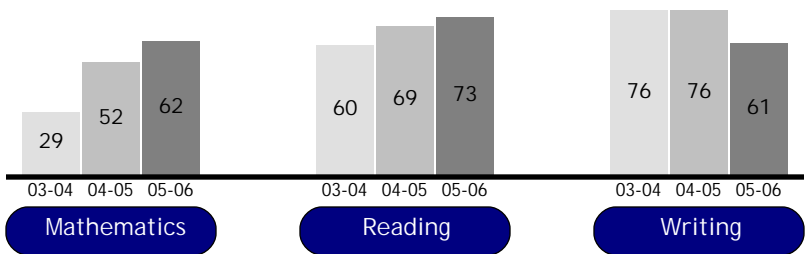
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	410	1249	73018	99	100	97	702	702	703	7	7	6	20	22	23	68	65	64	5	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	203	600	36181	100	100	97	708	707	708	5	5	4	20	21	21	68	67	65	7	8	9
Male	207	648	36816	99	100	96	698	696	699	9	9	7	21	24	24	68	63	62	2	5	7
African American	44	126	3976	100	100	96	691	690	689	9	10	8	27	26	29	59	60	59	5	5	3
Hispanic	164	516	25801	99	100	96	687	687	683	11	10	10	24	30	34	63	56	53	1	4	3
Asian/Pacific Islander	12	48	1812	100	98	98	736	726	722	NA	NA	3	17	10	15	75	77	66	8	13	16
American Indian/Alaskan Native	NC	15	4389	NC	100	93	NC	684	675	NC	27	9	NC	27	42	NC	47	47	NC	NA	1
White	182	544	37024	99	100	97	717	716	721	2	3	2	15	15	12	74	73	73	8	9	13
Students with Disabilities	32	103	7170	91	92	85	650	647	654	34	27	23	47	53	47	16	17	29	3	2	1
Students without Disabilities	378	1146	65848	100	100	98	707	706	708	4	5	4	18	19	20	72	69	67	5	7	9
Limited English Proficient Students	13	59	5099	93	98	95	640	639	641	46	37	29	31	49	59	23	14	12	NA	NA	0
Migrant Students	--	11	817	--	100	96	--	650	667	--	27	15	--	45	44	--	27	39	--	NA	1
Economically Disadvantaged	114	349	23912	97	98	94	682	678	681	12	14	10	31	34	36	54	50	52	3	1	2
Non-Economically Disadvantaged	296	900	49106	100	100	98	710	711	714	5	4	4	16	17	16	73	70	69	6	9	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	399	1236	72810	97	99	96	678	683	685	8	7	6	32	26	30	59	62	58	2	5	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	201	599	36111	99	99	97	690	694	695	4	5	4	24	20	23	68	68	65	3	7	8
Male	198	636	36678	94	98	95	665	674	674	11	9	9	39	32	36	49	56	52	1	3	3
African American	42	126	3962	95	100	96	675	682	675	14	9	8	24	23	33	62	67	55	NA	2	3
Hispanic	163	514	25735	99	99	96	668	672	669	9	9	10	41	35	41	48	53	48	1	3	2
Asian/Pacific Islander	12	48	1809	100	98	97	712	708	704	NA	NA	4	NA	8	19	100	83	65	NA	8	13
American Indian/Alaskan Native	NC	13	4370	NC	87	92	NC	665	670	NC	23	9	NC	23	39	NC	54	50	NC	NA	2
White	175	535	36915	95	98	97	684	693	697	5	5	3	27	21	21	65	67	67	3	7	8
Students with Disabilities	23	89	7071	66	79	84	616	621	634	52	35	24	43	46	53	4	18	21	NA	1	1
Students without Disabilities	376	1147	65739	99	100	98	681	688	689	5	5	4	31	25	27	62	65	62	2	5	6
Limited English Proficient Students	14	60	5046	100	100	94	589	610	621	57	37	31	36	53	56	7	10	12	NA	NA	0
Migrant Students	--	11	812	--	100	96	--	634	654	--	18	15	--	64	51	--	18	34	--	NA	0
Economically Disadvantaged	108	339	23814	92	95	94	660	664	667	12	12	10	46	37	41	42	50	47	NA	1	2
Non-Economically Disadvantaged	291	897	48996	98	100	97	684	691	693	6	5	4	26	22	24	65	66	64	2	6	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	100	41	NA	42	96	50	50	51	--	--	56	52
	Language	100	39	44	42	96	48	48	50	--	--	54	50
	Mathematics	100	57	60	63	95	48	50	50	--	--	54	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# Desert Edge High School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 6 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

### Council Duties

- Ü Parent/Educator Relations
- Ü Fund Raising
- Ü School Safety Issues
- Ü Policy Review
- Ü Collaboration of Parents/Students/Staff
- Ü Volunteer Coordination

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	77.33
Other Professional Staff	10.00	Teacher Aide	12.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	24	13	0	0
4 to 6 years	14	7	0	0
7 to 9 years	6	4	0	0
10 or more years	4	5	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	149
Teachers with Emergency Certification.	38
Percent of teachers in the school with Emergency/Provisional Certification	49%
Percent of core classes not taught by Highly Qualified Teachers	17%

## Resources Available at School Site

### Special Facilities

- Ü Library / Media Center Lab
- Ü Fine Arts Auditorium
- Ü Business Education Computer Labs
- Ü Graphics Arts & Intro to Networking Labs

### Extracurricular Activities

- Ü Athletics-Freshmen, JV, and Varsity
- Ü National Honor Society
- Ü Student Council
- Ü Future Business Leaders of America-FBLA
- Ü Band, Choir, Theater, Dance & Art
- Ü Diversity Clubs: Anytown, MEChA
- Ü Yearbook/Newspaper/TV Production
- Ü Sports Medicine

### Social Services

- Ü Breakfast Program
- Ü Special Education Services
- Ü Lunch Program
- Ü ELL Services
- Ü Counseling Services
- Ü School Wide Advisory-Twice Weekly
- Ü Academic Advisement

## Indicators of Success Based on Historical Data from 2005-06

## School Achievements/Accomplishments 2005-06

- ü The percentage of first time test takers meeting or exceeding the AIMS Math test increased by 11% over the previous year.
- ü Reduced the number of disciplinary referrals by 23% during 2005/2006 school year.
- ü Increased enrollments in Advanced Placement (AP) classes from 45 to 376 since 2004; increased percentage of students population taking AP classes from 3% to 12% since 2004.
- ü Raised over \$7,000 for Katrina disaster relief.

## Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	97	95	94	95
Promotion Rate <sup>5</sup>	87	89	88	73
Graduation Rate <sup>6</sup>	100	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).



## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

DEHS has a commitment to provide a physically safe environment. DE hosts a School Resource Officer to provide law-related education and ensure a safe learning environment. DEHS maintains a closed campus throughout the school day.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

19

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Lisa Reznick	(623) 932-7500
Transportation Policy	Audrey Alexander	(623) 932-7020
Community Resources	Candy Reid	(623) 932-7040
School Nutrition Programs	Bob Singleton	(623) 932-7009
Parent Organization	Lisa Reznick	(623) 932-7500
Student Health/Nurse	JoAnn Pagano	(623) 932-7500

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.